



Arizona Department of Education
Adult Education Division

State Technical Assistance Review (STAR) Program Preparation Guide and ADE Report Form

Program Name:
ADE/AE Team:

Fiscal Year:

Background Information

The State Technical Assistance Review promotes program improvement efforts between the Arizona Department of Education, Adult Education Unit (ADE/AE) and the Adult Education programs it funds. The STAR is based on the Adult Education Indicators of Program Quality (IPQs), mandates by federal [Workforce Investment Act, Title II, Sec. 223 (a) (2) (5)] and state [ARS 15-232 (2)] statute, and the Arizona State Plan for Adult Education.

During a STAR, the ADE/AE team works with local program personnel to examine the operational and educational issues identified in this STAR Program Preparation Guide and ADE Report Form (rev. 7/04). Program practices are rated according to a published rubric. Commendations and suggestions for improvement are made when appropriate.

The following are sections addressed in the STAR and are included in this report:

- Program planning
- Program operations and administration
- Community interaction and recruitment
- Curriculum and instruction
 - Assessment
 - Accommodations
 - Instruction
 - Instructional Resources
- Retention and support services
- Staff development
- Federal core goals attainment
- Special considerations and requirements
 - ADA facilities compliance
 - FERPA
 - Capital outlay
- Challenges identified in the program's previous STARs and their resolution
- Issues identified during current STAR

After each topic is the relevant IPQ, then the Rating levels, the Descriptors, a list of sample documents that programs should have in order to assist them in their self-evaluation and to determine a current rating level, a section for the program to describe challenges identified in the previous STAR with their resolutions, and finally a section for narrative description of findings of the ADE/AE Team.

There are 6 rating levels: Exceeds, Meets, Approaching, Beginning, Unsatisfactory and Not Rated.

Using this Document for Self-Assessment

Each local Adult Education provider will regularly receive a STAR based on a rotation schedule devised by the ADE/AE. It is highly recommended that programs annually self-assess using this preparation guide to aid in ongoing program improvement and planning efforts.

STAR Procedures and Policies

Programs will be contacted at least 2 months prior to the anticipated date(s) for the STAR visit. After dates for the review have been agreed upon, a letter of confirmation will be sent to the Program Director with the names of the ADE/AE team members who will participate as well as the Internet link to the documents that will be used in the STAR.

During the visit, the STAR team will randomly choose and visit a representative number of classes, will meet with teachers individually or in groups, and will review attendance records and data keeping procedures.

Immediately following the STAR,

- a draft report will be prepared and reviewed with the Program. After on-site discussion of the findings,
- the STAR team will return to the ADE/AE offices where the report will be revised if necessary and signed officially by the Deputy Associate Superintendent.
- The signed original will be delivered to the Program.

The responsibilities of the local program for the STAR include:

- Organize and present documentation materials in a way that will facilitate the review. (Have them in a notebook, box or portable file divided by STAR topic area, for example.)
- The Program Director must be present during the on-site visit. Other staff who would be appropriate to participate in the preparation, actual on-site visit, and review of the report would be board members, partners, supervisory staff, office staff, teachers and students.
- The Program Director must provide the ADE team with a class schedule and facilitate the timing and visits with teachers and other personnel.
- Any areas of noncompliance with statutes, policy or program deficiencies that require action must be addressed by the program via a written action plan including anticipated time frames. This will be reviewed by the Department and negotiated if necessary. The action plan is due to the Department within 1 month of receipt of the official STAR.
- The Program may (but is not required to) respond to the STAR within one month of receiving the official STAR.

Program Planning

<p>Indicator of Program Quality: The written plan has a stated purpose based on need, includes broad based collaboration, logical goals and measurable objectives and demonstrates accountability. [Reg. S461346©(2)(i)(ii); Arizona State Plan: Goal 2, Objective 2; Workforce Investment Act: Sec. 202, Sec.2343] The program has an ongoing, participatory planning process. It is guided by the quality indicators and results in a written plan that considers present and future community demographics, needs and resources. [Reg.S461.46(c)(2)(i)(ii); Arizona State Plan: Goal 2, Objective 1, Objective 2; Workforce Investment Act Title II: Sec. 232, Sec. 224 (b) (3)]</p>						
<p>Ratings: 0 = Unsatisfactory 1 = Beginning 2 = Approaching 3 = Meets 4 = Exceeds N/R = Not Rated</p>						
Descriptors:	0	1	2	3	4	N/R
1. The program has a process for self-assessment on a regular basis.						
2. The program has a process to review and update, as needed, the written plan on an annual basis utilizing insights from the self-assessment.						
3. An adult basic education advisory board exists and includes students, staff, volunteers, partners and community members.						
4. Staff has the opportunity to contribute to the program plan and self-assessment.						
5. The program has classes of sufficient intensity, duration and flexibility that assist students to meet their goals.						
Overall Category Rating:						

✓	Sample Documentation for Program Planning
	Indicators of objective attainment in submitted plan
	Minutes of planning meetings and lists of planning participants
	IPQ self-assessment report
	Minutes/agendas of IPQ self-assessment meeting(s) and list of team members
	Copy of advisory board membership
	Written minutes from advisory board, staff meetings, and/or public hearings
	Results from surveys and/or focus groups
	Evidence of use of data for program improvement
	Evidence of participation with planning councils, coalitions or local task forces (One-Stops, WIB)
	Other:
Challenges identified in previous STAR and their resolution: (for program use)	
Issues identified during current STAR: (for ADE/AE use)	

Program Operations and Administration

Indicator of Program Quality: Processes have been developed to effectively administer and manage the program. In addition a process has been implemented to gather and report required student information accurately in the ADE data system. [Reg. S461346©(2)(i)(ii); Arizona State Plan: Goal 2, Objective 2; Workforce Investment Act: Sec. 202, Sec.2343]						
Ratings: 0 = Unsatisfactory 1 = Beginning 2 = Approaching 3 = Meets 4 = Exceeds N/R = Not Rated						
Descriptors:	0	1	2	3	4	N/R
1. Policy manuals exist regarding:						
a. Instructional staff						
b. Office staff						
c. Students						
2. The program can verify that each instructor is state certified in adult education.						
3. There is a process for the timely exchange of information regarding student status between instructor and data analyst.						
4. Assessment results and other goals achieved are recorded on the state database.						
5. There is a timeline for reviewing and analyzing program data.						
6. There is a provision for continued program compliance in the event of a change in program administrator.						
7. Provisions are in place to insure an orderly transfer of responsibilities and information involving data reporting and grants management if the person performing those jobs leaves the program.						
Overall Category Rating:						

✓	Sample Documentation for Program Operation: Administration, Data Collection, Data Management and Data Analysis
	Program Policy manuals
	Records of current teacher certifications
	Evidence of exchange of information regarding student data between teacher and data analyst
	Evidence of regular data analysis
	Job Descriptions
	Other:
Challenges identified in previous STAR and their resolution: (for program use)	
Issues identified during current STAR: (for ADE/AE use)	

Community Interaction and Recruitment

Indicator of Program Quality: The program successfully recruits the population identified in the Arizona State Plan, their Program Plan, and Sections 202 and 203 of Title II of the Workforce Investment Act as needing basic educational services. <i>[Arizona State Plan, Goal 2, Objective 1,; Workforce Investment Act Title II, Sections 202 and 203]</i>						
Ratings: 0 = Unsatisfactory 1 = Beginning 2 = Approaching 3 = Meets 4 = Exceeds N/R = Not Rated						
Descriptors:	0	1	2	3	4	N/R
1. Formal collaborations exist with a variety of programs such as One-Stop Centers, local WIB's, LEA's, post-secondary institutions, job-training programs and other community-based organizations.						
2. The program is supported through broad-based community interaction and involvement.						
3. The program successfully recruits the population identified in the program plan as needing basic education services.						
Overall Category Rating:						

✓	Sample Documentation for Community Interaction and Recruitment
	Recruitment materials that are multilingual, easy to read
	Process to identify unmet needs
	Public service announcements
	Articles in local print media
	Evidence of presentations at community agencies, events
	Evidence of use of current or former students as recruiters
	Evidence of participation with community councils, coalitions or local task forces (One-Stops, WIB)
	Other:
	Challenges identified in previous STAR and their resolution: (for program use)
	Issues identified during current STAR: (for ADE/AE use)

**Curriculum and Instruction:
(Assessment, Accommodations, Instruction, Instructional Resources)**

Indicator of Program Quality: The program has assessment, curriculum and instruction designed to meet the educational needs of students with diverse educational and cultural backgrounds, and employs the Arizona Adult Education Standards. [Reg. S461.46 (c) (2) (iii), Arizona R7-2-308 (E) (1 – 6); Arizona State Plan: Goal 1, Objective 1; Goal 2, Objective 1, Goal 4, Objective 3; Workforce Investment Act: Title II, Sections 212; 224(b)(4); 231]						
Ratings: 0 = Unsatisfactory 1 = Beginning 2 = Approaching 3 = Meets 4 = Exceeds N/R = Not Rated						
Descriptors:	0	1	2	3	4	N/R
1. The program's curricula are aligned to the Arizona Adult Education Standards. (<i>Curriculum</i>)						
2. There is a process for the development and/or review of the curricula within the program. (<i>Curriculum</i>)						
3. There is a process to determine if a student has a specific learning difficulty and/or learning disability. (<i>Assessment</i>)						
4. The Performance/Proficiency Standards are used to indicate student progress. (<i>Assessment</i>)						
5. Assessment results are shared with students and are utilized to develop and adjust individual student study plans. (<i>Assessment</i>)						
6. The program accommodates the needs of students with learning difficulties and/or learning disabilities. (<i>Accommodations</i>)						
7. The Arizona Adult Education Standards are the basis of instructors' lesson planning and instructional activities (<i>Instruction</i>)						
8. The program's curriculum contextualizes and integrates instruction within the content areas to include the community, family and workplace, and incorporates critical thinking, interpersonal and communication skills. (<i>Instruction</i>)						
9. The program uses the Arizona Adult Education Standards as a guide in the selection of instructional materials. (<i>Instructional resources</i>)						
10. There are sufficient instructional materials for instructors to conduct classes. (<i>Instructional resources</i>)						
11. The program has a process to involve staff in the selection of materials and evaluation of their effectiveness. (<i>Instructional resources</i>)						
12. Teachers employ technology in the planning and delivery of instruction. (<i>Instructional resources</i>)						
Overall Category Rating:						

✓	Sample Documentation for Curriculum and Instruction
	Evidence of services for the hearing and/or visually impaired
	Screening instruments for learning difficulties or disabilities
	Tools and/or technology available to assist students in using instructional materials more effectively.
	Learning styles screening tool(s)
	Tool to record student core and secondary goals achieved (teacher- and self-reported)
	Student records of assessment/progress based on Arizona Adult Education Standards
	Examples of teacher-developed tests demonstrating alignment to AE Standards
	Audiovisual and other interactive materials
	Books on tape
	Enlarged print materials
	A variety of instructional materials are evident.
	Materials that can be adapted to different levels
	Materials that are culturally respectful and adult oriented

✓	Sample Documentation for Curriculum and Instruction (cont'd)
	Contextualized materials
	Materials that integrate content areas
	Materials that involve critical thinking, interpersonal, and communication skills
	Evidence of computer-aided instruction
	Evidence of use of the Internet for instruction
	Evidence of program's curricula alignment with Arizona Adult Education Standards
	Lesson plans based on Arizona Adult Education Standards
	Other:
Challenges identified in previous STAR and their resolution: (for program use)	
Issues identified during current STAR: (for ADE/AE use)	

Retention and Support Services

Indicator of Program Quality: Americans with Disabilities Act and the Rehabilitation Act of 1973, Section 504 The program supports its students with academic, health and social support services through broad-based collaborations among local agencies in order to retain students until the successful attainment of their goals. <i>[Arizona State Plan, Goal 2, Objective 1, Objective 3; Workforce Investment Act Title II, Section 232]</i>						
Ratings: 0 = Unsatisfactory 1 = Beginning 2 = Approaching 3 = Meets 4 = Exceeds N/R = Not Rated						
Descriptors:	0	1	2	3	4	N/R
1. The program has a process to identify, inform and provide services either directly or indirectly to students who have health or social barriers that may interfere with their achieving their goals.						
2. The program has a process to obtain feedback concerning support services that are referred.						
3. Students are provided information about post-secondary education or job-training programs.						
4. Transition services are provided to students advancing to post-secondary education or job-training programs.						
5. The program has an established attendance policy.						
6. The program accurately documents student daily attendance.						
7. The program organizes activities and/or procedures to encourage student retention.						
8. The program recognizes and/or celebrates student advancement.						
Overall Category Rating:						

✓	Sample Documentation for Retention and Support Services
	Information about other available services
	Formal and/or informal agreements with health and social support service providers
	Referral forms to other agencies
	Examples of feedback from other agencies
	Evidence of transition services provided to students
	Student survey about possible barriers to success (other than learning difficulties)
	Sample certificates of achievement for students
	List of speakers invited to address students about post-secondary and job training
	List of field trips to post-secondary institutions and job-training programs
	Evidence of a formal transition program or partnership
	Attendance policy for students
	Sign-in sheets with original student signatures
	Other:
Challenges identified in previous STAR and their resolution: (for program use)	
Issues identified during current STAR: (for ADE/AE use)	

Staff Development

Indicator of Program Quality: The program has ongoing staff development that addresses program needs. <i>[Arizona State Plan, Goal 3, Objective 1, Objective 2, Objective 3, Objective 5; Workforce Investment Act Title II, Section 223]</i>						
Ratings: 0 = Unsatisfactory 1 = Beginning 2 = Approaching 3 = Meets 4 = Exceeds N/R = Not Rated						
Descriptors:	0	1	2	3	4	N/R
1. The program has a process to determine staff training needs.						
2. The program has a planned schedule of appropriate staff development activities.						
3. Staff development activities address weaknesses reflected in the program's performance on Federal Core Goals if performance is significantly below target levels.						
4. Administrators, instructors and support staff participate in staff development, both on-site and outside the program.						
5. Staff development is provided in the use of technology for instructional purposes.						
6. The program employs technology in its professional development opportunities.						
7. The program provides paid time for professional/curriculum development activities and staff collaboration.						
8. The program has a process for teachers to share information, strategies, resources or best practices learned through attendance at conferences, through research or through participation in other professional development activities.						
9. The program has a process to train and/or orient new staff members to the program and the Arizona Adult Education Standards.						
10. Current versions of Arizona Adult Education Standards have been distributed to all instructional staff.						
11. Instructional methods are reviewed to determine if they meet students' needs and goals.						
12. The program uses Individual Professional Development (IDP) Plans.						
12. The program has a formal and regular process to evaluate staff.						
13. Students are involved in the evaluation of staff performance.						
14. The program rewards/recognizes staff for outstanding performance.						
Overall Category Rating:						

✓	Sample Documentation for Staff Development
	Copies of staff training schedule
	Copies of training agendas for each activity
	Newsletter and/or memoranda to staff
	List of staff who attended various workshops and conferences
	Flyers and other announcements about workshops and conferences for which staff are eligible
	Agendas/minutes of meetings reporting what staff learned at these conferences
	Written evaluations by participants of staff training activities
	Teacher needs assessment/surveys
	Sample of IPD Plans
	Sample staff evaluation forms and evidence of sharing those reports with staff
	Sample student evaluation forms and evidence of sharing those with staff
	Sample certificates of recognition for staff, or similar document
	Documents indicating staff recognition
	Other:
Challenges identified in previous STAR and their resolution: (for program use)	

Issues identified during current STAR: (for ADE/AE use)

Federal Core Goals Attainment

Indicator of Program Quality: **Learners identify and/or demonstrate progress toward achievement of knowledge and abilities that support their individual educational needs and goals.** [Reg.S461.46 (c) (2) (vii) (viii), Arizona R7-2-308 (C) (1) (e); Arizona State Plan: Goal 2, Objective 1; Workforce Investment Act: Title II, Sec. 231] **State-funded Arizona Adult Education Programs will utilize a performance accountability system that measures educational gains as they relate to the workplace, family, and community.** [Arizona State Plan: Goal1 Objective 1; Workforce Investment Act: Title II, Sections 212 and 224(b)(4)]

Ratings:	0 = Unsatisfactory	1 = Beginning	2 = Approaching			
	3 = Meets	4 = Exceeds	N/R = Not Rated			
Descriptors:	0	1	2	3	4	N/R
1. The program has a formal process to assist students in identifying their main, secondary and other goals.						
2. The program has a process to track students' progress in meeting or re-evaluating their goals while in the program.						
3. The program has a process to track students' progress in meeting goals after they have left the program.						
4. The program adheres to the state-implemented and standardized assessment procedures.						
5. The program is meeting its Core Performance Indicators.						
Overall Category Rating:						

✓	Sample Documentation for Federal Core Goals Attainment
	Student goal identification tool
	Evidence that student and teacher reevaluate goals on a regular basis
	Evidence of contacts made to verify achievement of goals
	Records of students' state-required standardized test scores
	Flyers, brochures, etc. available for students about post-secondary and job training
	List of speakers invited to address students about post-secondary and job training
	List of field trips to post-secondary institutions and job-training programs
	Documentation of the program's assessment process
	Other:
	Challenges identified in previous STAR and their resolution: (for program use)
	Issues identified during current STAR: (for ADE/AE use)

Special Considerations and Requirements including ADA facilities compliance, FERPA, and Capital Outlay

<p>Indicators of Program Quality: "The program is prepared to make reasonable accommodations for disabled people to attend classes and for the employment of disabled people." <i>[Americans with Disabilities Act and the Rehabilitation Act of 1973, Section 504]</i></p> <p>The program permits access to student records in conformity with the <i>Family Educational Rights and Privacy Act (FERPA)</i>. <i>[U.S. Code (20 USC 1232g), 34 CFR Part 99, P.L. 103-382]</i></p> <p>The program documents, uses and maintains control of its capital purchases in a manner consistent with the goals described in the program's approved application. <i>[34 CFR Section 74.34 (f) (1) (i) (ii) (v) (vii) (viii) (3) (4)]</i></p>						
<p>Ratings: 0 = Unsatisfactory 1 = Beginning 2 = Approaching 3 = Meets 4 = Exceeds N/R = Not Rated</p>						
Descriptors:	0	1	2	3	4	N/R
1. The program has conducted a self-assessment of its accessibility status for disabled persons within the last 3 years.						
2. There is a process to identify and modify any facility accessibility problems that may exist within the program.						
3. The program is prepared to make reasonable physical accommodations for disabled students to attend class and for the employment of disabled people.						
4. The program notifies students of their rights under FERPA legislation.						
5. The program has a process to document written permission for the viewing of students' records.						
6. The program has a process to maintain student records for the required period of time (5 years).						
7. Students' personal information is secure.						
8. The program regularly maintains a current inventory of capital equipment purchased with funds received from ADE/AE						
9. The program employs safeguards to ensure the security and safety of equipment purchased with ADE/AE funds.						
10. The primary use of equipment purchased with ADE/AE funds is for the goals described in the program's written plan.						
11. The program has an appropriate procedure in place for the disposition of capital equipment that is no longer needed.						
Overall Category Rating:						

✓	Sample Documentation for Special Rules and Considerations including ADA facilities compliance, FERPA, and Capital Outlay
	Written report of program access status and plans for improvement
	List of persons consulted for access plan
	Evidence of use of Kansas Accessibility Survey within last 3 years.
	Requests for access accommodations by students and/or employees
	Copy of notification of rights to students and/or parents
	Written permission from students for another's access to records
	Inventory list including: description, serial or ID number, location, acquisition date and cost
	Observed use of equipment
	Other:
Challenges identified in previous STAR and their resolution:	
Issues identified during current STAR: (for ADE/AE use)	